

**TEACHING AND LEARNING DESCRIPTIVE PARAGRAPH WRITING  
THROUGH BITS AND PIECES GAME AT THE SECOND SEMESTER OF  
THE EIGHTH GRADE OF SMP ISLAM NURUL IMAN LAMPUNG TIMUR  
IN THE ACADEMIC YEAR OF 2016/2017**



**(A Thesis)**

**Submitted as a Partial Fulfillment of  
The Requirements for S-1 Degree**

**By:**

**ROJIYAH  
NPM. 1211040178**

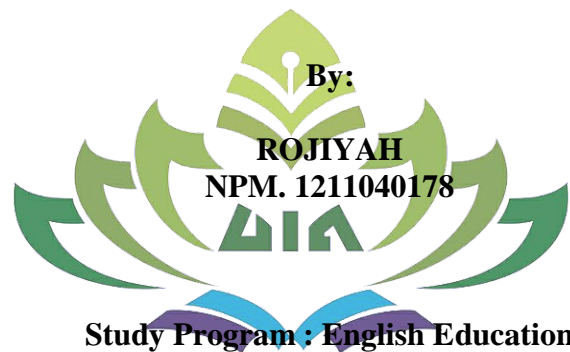
**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC STUDIES UNIVERSITY  
RADEN INTAN LAMPUNG  
2017**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC STUDIES UNIVERSITY  
RADEN INTAN LAMPUNG  
2017**

## **ABSTRACT**

### **TEACHING AND LEARNING DESCRIPTIVE PARAGRAPH WRITING THROUGH BITS AND PIECES GAME AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP ISLAM NURUL IMAN LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2016/2017**

**By:**

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Writing is a skill in which we express ideas, feeling and thoughts which are arranged in words, sentences and paragraph. Writing is one of important language skills that are used to support learners to master language skills, but learning to write well in foreign language is one of the most difficult challenges facing the language learner. This research was about teaching and learning descriptive paragraph writing through bits and pieces game at the second semester of the eighth grade of SMP Islam Nurul Iman Lampung Timur in the academic year of 2016/2017. The objectives of the research were to know and describe the teaching and learning process of descriptive paragraph writing through Bits and Pieces game and to know the problems faced by the teacher and students.

In this research, the researcher used descriptive qualitative research. The researcher used purposive sampling technique to determine the sample. The researcher chose an English teacher and determined class as sample. The researcher took class VIII C as a sample which consisted of 35 students. In collecting data, the researcher used three kinds of instruments, they were: observation, interview and questionnaire.

From data analysis, the researcher found out that the teaching and learning process did not run well. It seems from the result of observation that there were the problems faced both the teacher and students during the teaching and learning activity. The teacher had problems in attractive topics in the textbooks, more credit hours, the higher number of students, teacher competence in using devices, intensive writing exercises and regular assessment. The students' problems were capitalization, punctuation, inexplicitness/fuzziness, poor organization/illogical sequence, spelling, and grammatical errors.

**Key words: Teaching Descriptive Paragraph Writing, Bits and Pieces Game, Descriptive Qualitative Research.**





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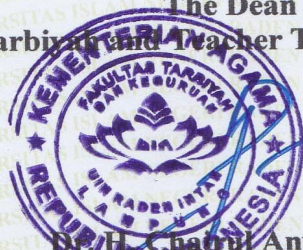
**ADMISSION**

A thesis entitled: **TEACHING AND LEARNING DESCRIPTIVE PARAGRAPH WRITING THROUGH BITS AND PIECES GAME AT THE EIGHTH GRADE OF THE SECOND SEMESTER OF SMP ISLAM NURUL IMAN LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2016/2017**, by : **ROJIYAH, NPM: 1211040178**, Study Program: English Education was tested and defended in the examination session held on: Friday, August 18<sup>th</sup>, 2017.

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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥٤﴾

*“Who taught by the pen. He has taught human what he did not know.”<sup>1</sup> (QS.Al-Alaq: 3-5)*



---

<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (India: New Johar Offset Printers, 2006), p.323

## DECLARATION

I hereby declare that this thesis entitled: “Teaching and Learning Descriptive Paragraph Writing Through Bits and Pieces Game at the Second Semester of the Eighth Grade of SMP Islam Nurul Iman Lampung Timur in the Academic Year of 2016/2017 ” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, June 2017

Declared by,

ROJIYAH  
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## DEDICATION

Praises and gratitude to Allah SWT for abundant blessing to me, and from my deep of heart and great love, this thesis is dedicated to:

1. The greatest inspiration in my life, who are my beloved father Mr. Bahrudin and mother Mrs. Zahro, who have given motivation, pray, love, and support for me. I love you forever.
2. My beloved brother Ahmad Fauzi (Alm), Sya'roni Kaffah, and Ahmad Syaikhoni. Thanks for your kindness, support and togetherness. We must be better for the future.
3. My beloved big family, grandfather, grandmother, aunt, uncle, cousin, nephew, niece, who always pray for me.
4. My beloved friends, all students of English Education Study Program especially class B 2012.
5. My beloved lecturers and almamater Raden Intan State Islamic University Lampung, who have made me grow up and have contributed much for self-development.



## **CURRICULUM VITAE**

The researcher's name is Rojiyah. She was born in Panguragan Kulon Cirebon, on September 25th, 1993. She is the first child of four children of a lovely couple Mr. Bahrudin and Mrs. Zahro. She has three younger brother, their name are Ahmad Fauzi (Alm), Sya'roni Kaffah, and Ahmad Syaikhoni. At present, they live in Muara Gading Mas, Lampung Timur.

The researcher started her study in Elementary School at SDN 3 Panguragan Kulon in 2000 and finished in 2006. After that she continued her school at Junior High School at SMP Islam Nurul Iman and finished in 2009. After that, she continued her study at Senior High School at SMK Islam Nurul Iman Lampung Timur and finished in 2012. Then, in the same year she continued to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.

During her study, she joined UKM BAPINDA. The researcher has some experiences in teaching English. Her teaching experiences are in Al-Kahfi solution course at Karimun Jawa street and CEC (Central English Course) Baitul Jannah at Pramuka street, Rajabasa.

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In the name of Allah the beneficent and the merciful. All praises is merely to Allah SWT the Almighty, the Lord of the world who has bestowed upon the researcher in completing this thesis. Peace and blessing upon to our prophet Muhammad SAW, his, family, his friends, his companions, and his followers. This thesis submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.

This thesis would never come into the existence without any support, encouragement and assistance by several gorgeous persons. It is the great honor for the writer to make acknowledgement of indebtedness to convey her sincere gratitude to:

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12. Colleague and all sides especially PBI B 2012, thanks for the best time.
13. All friends in Raden Intan State Islamic University Lampung, good luck to them.
14. All of people who have helped the researcher to finish the study that cannot be mentioned one by one.



Finally, no one and nothing is perfect and neither is this final project. If there is any comment, correction, and criticism for the betterment of this final project are always open heartedly welcome.

May Allah SWT the Almighty, bless them all. Aamiin

Bandar Lampung, June 2017  
The researcher,

**ROJIYAH**  
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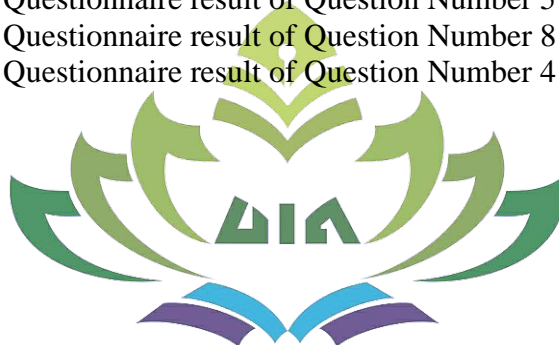
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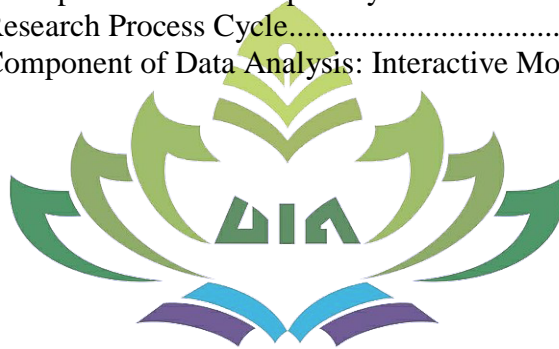


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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is a set of rules used by human as a tool of their communication.<sup>1</sup> Language is very important thing for human life in this world. It is used in all aspects of human life. Based on Oxford learner's pocket dictionary "Language is system of sounds, words, etc used by humans to communicate thoughts and feeling"<sup>2</sup> Language cannot be separated from human because by using language, people can communicate with others and language is considered as a tool of communication. In short, we must master a language.

There are some languages in the world. One of them is English. English is one of the international language used by many people in the world and in many areas of everyday life. According to Hutchinson, English is accepted as International language of technology and commerce, it created a new generation of learners who knew specifically why they were learning English.<sup>3</sup> English has been used by almost all countries in the world either as native, second, or foreign language. Therefore, using

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<sup>1</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>2</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press.2008), p.247

<sup>3</sup> Tom Hutchinson, *English For Specific Purposes-A Learning Centred Approach*, (New York: Press Syndicate, 1987), p.6



English is the easiest way to communicate with people from other countries in many aspect of human life such as technology, economy, social, politics and also education. English involves four basic skills they are; listening, speaking, reading, and writing skill. All these skills basically train people in learning how to communicate and to deliver a message with another. Listening and reading are used to understand our world, whereas speaking and writing are to express our feeling, need, and desires through speaking and writing. Harmer states that writing has always formed part of syllabus in teaching of English.<sup>4</sup> From statement above, it is obvious that writing is important and useful part which we have master in writing, the students have to be able express their ideas in good writing form. That is why writing is very important to be mastered.

According to Setiyadi, he stated teaching the target language is seen as mental discipline even though it is often claimed that the goal of the language teaching is to be able to read literature in this original form.<sup>5</sup> It meant that the goal of students' understand it was seen by the teaching. Besides, teaching is the process to know the students' skill and also to show the teacher's skill in teaching.

Nowadays, many teachers agree that the students should learn to write to communicate their ideas, feeling, and thought with others. For this case, students should master the several aspects of writing include the use of vocabulary, structure

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<sup>4</sup> Jeremy harmer, *How To Teach Writing*, (Edinburgh Gate: Longman, 2007), p.39

<sup>5</sup> Ag. Bambang Setiyadi, *Teaching English As Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.32

of the sentence, composition of the sentence, spelling and punctuation.<sup>6</sup> In brief, if the students want to write they should have more vocabularies to develop their ideas. Besides, the students do not use vocabulary, but they should understand about the structure for instance about grammar that is used. In the other word, there are composition of the sentence, spelling and punctuation. In addition, the teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students writing skill, and give attention to their students that can help the students to reinforce the new vocabulary, ideas, and structure in the text.

Writing is one of the important language skills that are used to support learners to master language skills, but learning to write well in foreign language is one of the most difficult challenges facing the language learner. Without mastering writing, the learners will have difficulties in mastering the language skills. It means that the primary goal of learning a foreign language is to be able to write it, teaching should therefore help students to achieve that goal to the best of their ability, because with the availability of teaching game the students can enjoy and increase their writing ability.

Many kinds of technique and game are used to increase students writing ability. One of the game is Bits and Pieces Game. Bits and pieces game is a game that's wellborn from 2 words, there are word "bits" and "pieces". Bits is a plural noun from the word

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<sup>6</sup> Christopher Terrible, *A Scheme for Teacher Education (writing)*, (New York: Oxford University Press, 1996), p.130

“bit” which has meaning rather or a little.<sup>7</sup> Although pieces is a countable noun from the word “piece” amount of something that has been cut or separated from the rest.<sup>8</sup> Wright also states that bits and pieces use picture-strips story or text as an additional media.<sup>9</sup> It means that bits and pieces is something like text or picture that should be cut into small things.

In the preliminary research at the eighth grade students of SMP Islam Nurul Iman Lampung Timur, the researcher interview Mrs. Dinah Syamsiah as the English teacher about the students’ capability in mastering English, especially about their descriptive paragraph writing. She stated that the students’ ability in descriptive paragraph writing were still low, because they experienced some problems in writing. The students were still found difficulties to tell their ideas in writing descriptive paragraph, it makes the students cannot develop their ideas in writing descriptive paragraph. Furthermore, in this situation the students at eighth grade have lack of vocabulary and afraid to write it.<sup>10</sup>

Furthermore, based on the interview with English teacher of eighth grade there about the criteria of the score in writing ability, the score taken based on content,

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<sup>7</sup> Martin H. Manser, *Op.Cit*, p.39

<sup>8</sup> *Ibid*, p.330

<sup>9</sup> Andrew Wright, et. al. , *Games for Language Learning*, (Cambridge: Cambridge University Press, 1994), p. 107

<sup>10</sup> Dinah Syamsiah, *English Teacher of SMP Islam Nurul Iman Lampung Timur*, (An Interview)

organization, vocabulary, language use and mechanics by Tribble.<sup>11</sup> The writing score of the students is poor if the students get 45-67 (see appendix). Based on data obtained by writing test, the students' writing score in SMP Islam Nurul Iman Lampung Timur is still low which only 36 students (34.29%) got score above criteria, and 69 students (65.71%) got score under criteria. Based on the criteria above the researcher concluded that only a few students can reach the excellent score and the most of them still low.

From the previous problem, the researcher wants to know the process of the teaching learning especially in English subject in SMP Islam Nurul Iman Lampung Timur by observing the teaching descriptive paragraph writing through bits and pieces game which has been used by the teacher. In addition, the researcher wants to find the information about the causes of the problem that were faced by the teacher and students in teaching and learning of descriptive paragraph writing.

There are several previous resesarch that relevant to this research as follows:

Lundgren (2002) discussed about Joining Bits and Pieces - How to make Entirely New Board Games using Embedded Computer technology. The result of the research that enhancing board games with ubiquitous computing is a promising new field since it combines the social interaction of board games with the qualities of computer games' possibility to add simultaneous and continuous action as well as compute complex data. There are four main benefits: Information can be made more visible,

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<sup>11</sup> Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130



resources can be linked in multiple ways, information may be kept secret from all or some players, and the various components in a game (board, tokens, tiles and dice) may interact and react. However, using ubiquitous computing can certainly help when creating new games; it may even imply new kinds of games. It provides new mechanics and new experiences, making games easier but yet more intriguing to play.

Kumala (2013) discussed about “The Influence of Using Bits and Pieces Game (Realia) Towards Students Vocabulary Mastery”. The result of the research concluded that She stated that bits and pieces game (realia) can improve students’ achievement in vocabulary mastery.

Nurkhayatun (2011) discussed about “Using Bits and Pieces Game to Improve Students’ Writing Skill on Descriptive Texts. The result of the research concluded that teaching writing descriptive text using Bits and Pieces game can be enjoyable for both teacher and students. In fact, students can improve their writing descriptive text after being taught using Bits and Pieces game. It can be seen by students’ achievement of writing scores in each cycle as follows; in preliminary research, the average of students’ achievement was 46.71. In first cycle, the average of students’ achievement was 51.41. Then in second cycle, the average of students’ achievement was 63.83 and in third cycle, the average of students’ achievement was 65.48. Results of the research showed that the students had also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging descriptive texts effectively and efficiently.

Based on discussion about previous research above, there are some difference and similarities. Therefore, the researcher interested to conducted the research on teaching and learning process in descriptive paragraph writing through Bits and Pieces game and find out more obstacles faced by the teacher and students based on the previous problem, the researcher conducted the research in SMP Islam Nurul Iman Lampung Timur in the academic year of 2016/2017.

### **B. Identification of the Problem**

Based on the background above, the researcher can identified problems as follows:

1. The students were still found difficulties to tell their ideas in writing descriptive paragraph.
2. The students cannot develop their ideas in writing descriptive paragraph.
3. The teacher had been applied bits and pieces game but the students descriptive paragraph writing were still low.

### **C. Limitation of the Problem**

Based on the background and identification of the problem above, the researcher focused on the process of teaching and learning descriptive paragraph writing through bits and pieces game and the problems faced by the teacher and students in teaching and learning descriptive paragraph writing through bits and pieces game at the eighth grade of SMP Islam Nurul Iman Lampung Timur.

#### **D. Formulation of the Problem**

Based on the identification of the problem and limitation of the problem, the researcher formulated the problems as follows:

1. How was the process of teaching and learning descriptive paragraph writing through Bits and Pieces game at the eighth grade of SMP Islam Nurul Iman Lampung Timur?
2. What were the teacher's problems in teaching writing through Bits and Pieces game at the eighth grade of SMP Islam Nurul Iman Lampung Timur?
3. What were the students' problems in learning writing through Bits and Pieces game at the eighth grade of SMP Islam Nurul Iman Lampung Timur?

#### **E. The Objectives of the Research**

The objectives of the research can be formulated as follows:

1. To know and describe the teaching and learning process of descriptive paragraph writing through Bits and Pieces game at the eighth grade of SMP Islam Nurul Iman Lampung Timur.
2. To know the teacher's problems in teaching writing through Bits and Pieces game at the eighth grade of SMP Islam Nurul Iman Lampung Timur.
3. To know the students' problems in learning writing through Bits and Pieces game at the eighth grade of SMP Islam Nurul Iman Lampung Timur.

## **F. Uses of the Research**

The researcher expects that there are some uses of the research as follows:

### **1. For the Students**

By using Bits and Pieces game, it was hoped that the students are more interested and motivated in learning English so that their English descriptive paragraph writing will be developed and it will give positive effect on their English achievement.

### **2. For the Teacher**

By using Bits and Pieces game the teacher can improved their creativity in teaching and learning process so that the goal of the learning can be achieved.

### **3. For the School**

It is expected that this research can provide useful input in improving the quality of learning in the school.

## **G. Scope of the Research**

The researcher divided the scope of the research into four parts, as follows:

### **1. Subject of the Research**

Subjects of the research were the English teacher and the students at the eighth grade of SMP Islam Nurul Iman Lampung Timur.

### **2. Object of the Research**



Object of the research was the process of teaching and learning descriptive paragraph writing through Bits and Pieces game.

3. Place of the Research

The research was conducted in SMP Islam Nurul Iman Lampung Timur.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2016/2017.

## **CHAPTER II REVIEW OF LITERATURE**

### **A. Concept of Teaching and Learning English**

Human is a social creature that is cannot be separated one of each other. Thus in education the teacher and the students should be present in teaching and learning process. In this research, the researcher will explains about teaching and learning English according to some experts, as follows:

#### **1. Definition of Teaching**

Teaching may be regarded as providing opportunities for students to learn. It is an interactive process as well as an intentional activity.<sup>1</sup> It explains that teaching can make students get chance to study by being active students to success teaching process, also the students should have an occasional to practice English as much as possible in life. Actually the students can learn not only from the teacher's self but also outside of him/her.

Brown states, "teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. Teaching also means giving instruction guiding in study of something,

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<sup>1</sup> George Brown, *Effective Teaching in Higher Education*, (New York: Routledge, 2002), p.2

providing with knowledge, and causing to know or understand.”<sup>2</sup> It means that teaching is easy way to make students understand the knowledge because of the teacher’s gave points to the students. A good teacher should make the students active or give students talking time and less dominate the teacher talking time because teacher talking time can have uses helping students to acquire language but should not predominate at the expense of students talking time.

Moreover, the teacher’s physical presence plays a large part in his or her of the classroom environment. And it’s not just appearance either. The way the teacher moves, how he or she stands, how physically demonstrative he or she is-all these play their part in the effective management of class.<sup>3</sup> Also the teachers have to be creative to build the students’ enthusiasm in learning English. Besides, the teacher also needs some interesting methods, games, techniques or media as means of teaching.<sup>4</sup> The important things to make the students comfortable with the lesson are the teacher should make their presence is become conscious by the students from all appearance either physical matter or gesture, also the teacher should deliver the material with fun.

From the statements above, the researcher can conclude that teaching English is a process to helping students to get knowledge and make students understand it. The important things to make the students easy to understand the material are the teacher

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<sup>2</sup> H.D. Brown, *The Principles of Language Learning and Teaching*, (3<sup>rd</sup> ed) (London: Prentice Hall Regents, 1994), p.7

<sup>3</sup> Jeremy Harmer, *How to Teach English*, (Malaysia: Longman, 1998), p.15

<sup>4</sup> Mahmudatin Arifah and Kusumarasdyati, *The effectiveness of Make a Match Technique For Teaching Writing Descriptive Text To Seventh Graders of SMPN 1 Karangbinangun Lamongan*, (Surabaya: UNESA, 2013), p.2

should be able to deliver the material clearly, happily, carefully and have a good management in teaching and also give one kind game as means of teaching to help the students more happily and the teacher more effective in teaching.

## **2. Definition of Learning**

Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes.<sup>5</sup> It means that learning is a process to get knowledge that is cannot do in short time, the students must keep calm to learn English if they want that information and experience will be their skills.

In learning English as a foreign language, it is very difficult because it has different characteristic from our mother tongue. Although students have study it for long time but their English is still low especially in writing. In this case, the teacher must be able to give motivation and create the good ways in teaching to make students easy to understand the material.

Learning is facilitates through integration of language features to provide reinforcement and practice of target teaching goals.<sup>6</sup> Besides that, learning is essentially the process of change in mental behavior induced in a living organism by experience.<sup>7</sup> This assumption implies that language learning is a process of acquiring another set off speech habit. In addition, the students will enjoy when they learn

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<sup>5</sup> H.D. Brown, *Op.Cit*, p.19

<sup>6</sup> Greame Cane, *Strategies In Language Learning And Teaching*, (Singapore: SEAMEO Regional Language Centre, 2008), p.20

<sup>7</sup> Theodore Hubener, *How to Teach Foreign Language Effectively*, (New York: New York University Press, 1989), p.5

English with something interesting strategy, technique, or game. It is means as a integrated process between learning and play a game.

Based on the explanation above, the researcher can conclude that learning is a long process in transferring knowledge to the students and become they are understand and mastering knowledge. In teaching and learning process, the teacher has important roles as a assistants, evaluators and examiners. So, the teacher must have good English knowledge, teaching skills, personal qualities, professionalism and have some interesting teaching techniques in order that the students are interested in learning English and they understand the knowledge that is given by the teacher.

## **B. Concept of Writing**

Writing is one of four basic skills of English that has to be mastered by the students. However, it is not easy as it seems. There are some stages to make a good writing. Therefore, some teachers introduced many aids or techniques of teaching to help their students easy to compose a good writing.

### **1. Definition of Writing**

Writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper.<sup>8</sup> When someone writes he/she transfer their idea with their own words. Raimes says, "Writing is a skill in which we express ideas,

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<sup>8</sup> Rafika Mutiara, *WKS: Studies on English Language and Education* Vol. 1, No. 1, September 2014, (Pontianak: West Kalimantan Scholars, 2014), p.53



feeling and thoughts which are arranged in words, sentences, and paragraph using eyes, brain, and hands.<sup>9</sup> It means that writing is as tool of communication when we cannot explain our desire by spoken, we can explain by written form.

We know that writing is one of skill in language should be mastered by the students. “Writing is a skill by far most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.”<sup>10</sup> It means that writing ability is important in learning foreign language. The students’ writing ability is very needs improving for success in skill, especially writing.

Raimes says, “there are many elements that should be considered and noticed in producing a piece of writing, for example: content, mechanic, organization and word choice.”<sup>11</sup> This idea is supported by Nunan, starting successful writing then involves mastering the mechanic of letter formation, mastering and obeying convention of spelling and punctuation, using the grammatical system to convey one the students intended meaning.<sup>12</sup> In the other words, when the students want to make a good writing, they should be pay attention about the elements of language above, because if they write without those elements the readers will get difficulties and confuse to read it.

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<sup>9</sup> Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p.3

<sup>10</sup> Jeremy Harmer, *Op.Cit*, p.79

<sup>11</sup> Ann Raimes, *Op.Cit*, p.6

<sup>12</sup> David Nunan, *Designing Task for the Communicative Classroom*. (Cambridge: Cambridge University press, 1989), p.37

Based on the statements above, the researcher can be concluded that writing is process of sending information from the writer to the readers by using conventional systems such as letters, punctuation, words, etc. Writing is not easy to do, the students need more practice to be a good writer and successful in writing, because practices makes perfect.

## **2. Stages of Writing**

In practicing writing, the students have to follow the steps to make their writing more effective and they should follow the process writing in order their writing well. According to Harmer, writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course be affected by the content (subject matter), of the writing, the type of writing (shopping lists, letter, essay, report, or novel), and the medium it is written in (pen and paper, computer word files, live chat).<sup>13</sup> Writing cannot be produced instantly; it needs process-that is the stages a writer goes trough in order to produce something it in final writing form. There are some stages of writing according to Harmer, they are:

### **1. Planning**

Experienced writers plan what they are going to write. Before they start to write or type, they try and decide what is they are going to say. For some writers this may involve making detail notes. When planning, writers have to think about three main

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<sup>13</sup> Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2007), p.5

issues. In the first place they have to consider the purpose of their writing, the second is the audience they are writing for, and the last is the content structure.

## 2. Drafting

We can refer the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

## 3. Editing (reflecting and revising)

Once writer have produced a draft, usually they read the text to know whether there is something that must be added and removed or not. After that, they make a new paragraph.

## 4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>14</sup>

From the explanation above, it can be concluded that writing not only have to learn the process but also we have to mastered the written form of the language and learn certain structure because writing is not easy. To make a good writing, the writer or students should pay attention with the stages of writing, there are; planning, drafting, editing (reflecting/revising), and final version. All of the stage should be done by the students chronologically.

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<sup>14</sup> *Ibid*, pp.4-5

## C. Teaching and Learning Writing

### 1. Concept of Teaching Writing

According to Byrne in Arifah and Kusumarasdyati's journal, writing is regarded as the most difficult activity; the teacher has to give assignments to create the teaching of writing in such a way that the students can see the goal of it and make measurable progress through the performance of realistic and relevant task.<sup>15</sup> It is supported by Harmer, who said that the students need to practice the art of putting word together in well-formed sentence, paragraph and texts.<sup>16</sup> Teaching writing needs to consideration that includes the organization of sentence and text. In addition, in writing the students have to consider about writing organization that one sentence and other sentences should be coherent.

Writing is different from teaching other language skill. Harmer says that writing is a basic language skill, just as important as other skills, students need to know how to write sentences, how to put written report together, and increasingly, how to write using electronic media.<sup>17</sup> Based on the statement above, the writer has assumed that in order to be successful in writing, English teacher should guide her/his students in writing, it is very important for the teacher to provide the materials which are relevant to the students' interest and needs. Teaching writing is to teach the students how to express the idea or the imagination in writing form.

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<sup>15</sup> Mahmudatin Arifah and Kusumarasdyati, *Op.Cit*, p.2

<sup>16</sup> Jeremy Harmer, *Op.Cit*, p.55

<sup>17</sup> *Ibid.*, p 79

From the explanation above, teaching writing is not easy, the teacher should make their students' interest about the writing and have attract to practice their writing in sentences to be a good paragraph, such as the teacher can ask the students to make several sentences to look their ability in making sentence after being taught whether they can write perfectly because the teacher have roles as a guide, motivator and evaluator.

## **2. Concept of Learning Writing**

Learning is acquiring or getting of knowledge of subject or a skill by study, experience or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.<sup>18</sup> In addition, learning can be defined as changes in behavior. This change occurs as a consequence of experience in some specify situation. Learning involves activeness, conscious focus on and acting upon even outside or inside the organism, and also some form of practices, perhaps reinforced practices.

When the students want to write, they frequently have more time to think than they do in oral activities. According to Harmer, Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.<sup>19</sup> Training students to write thus demands the care and attention of language

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<sup>18</sup> Douglas H.D Brown, *Op.Cit*, p.7

<sup>19</sup> Jeremy Harmer, *Op.Cit*, p.31



teacher.<sup>20</sup> The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value. So that the teacher has important role to find a helpful and interesting ways in order to help the students in learning, especially in writing.

Based on the explanation above, the researcher concludes that learning is communicative activity who the students can more active in practicing their writing. The students may put even consult dictionaries, grammar books or other material to help them to express their idea in writing. Learning writing with more practice be better learn to the students, so the teacher should be more care and give attention to help their students.

#### **D. Concept of Paragraph**

English is an international language in Indonesia. When the students want to write something to express their feeling or idea, they should be considered word by word that they write, because they should change their Indonesian language into English correctly until the words become correct sentence and can be a good paragraph if the students grouping the sentences.

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<sup>20</sup> *Ibid*, pp.3-4

## 1. Definition of Paragraph

Oshima says that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.<sup>21</sup> This idea is supported by Chyntia, “A Paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purpose.”<sup>22</sup> It means that paragraph is composite of sentences that have main idea and supporting sentences to develop main idea. Good writing in English require the ability to write good sentences and to organize them logically into paragraphs.

According to Smalley and Ruetten, paragraph is a group of sentences and that the first sentence of this group is indented; that is, it begins a little bit more to the right of the margin than the rest of the sentences in this group.<sup>23</sup> This means that the sentences follow one another integrated, so that they make one group of sentences that express one idea. It must have a topic, supporting and controlling idea. Another element that a paragraph need are unity and coherence to become a good writing.

A paragraph has three major structural parts. They are a topic sentence, supporting sentences and concluding sentences. The specifications are as follows;

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<sup>21</sup> Alice Oshima and Ann Hogue, *Writing Academic English*, (3<sup>rd</sup> Ed), (New York: Addison Wesley Longman, 1998), p.16

<sup>22</sup> Cynthia A. Boardman and Jia Frydenberg, *Writing to communicative 2: Paragraphs and Essays*, (New York: Longman, 2008), p.4

<sup>23</sup> Regina L.Smalley and Mary K.Ruetten, *Refining Composition Skills*, (2<sup>nd</sup> Ed), (New York: University of New Orleans, 1988), p.2

- a. The topic Sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits of the topic to one or two areas that can be discussed completely in the space of a single paragraph.
- b. Supporting Sentences develop the topic sentence. That is, they explain the topic sentence by giving reason, examples, facts, statistics and quotations.
- c. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.<sup>24</sup>

Based on the statements above, it can be inferred that paragraph consists of a group of sentences there are one main idea and developed by supporting idea which each sentence is related and cannot be separated each other. Therefore, writing paragraph is an activity of expressing ideas about a certain topic by composing a group of organized sentences which develop the topic in a paragraph form. Paragraph have three principal parts, there are: topic sentence, supporting sentence and concluding sentence.

## **2. Types of Paragraph**

A paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purpose. There are three main types of paragraph in English: Narrative, Descriptive and Expository.

- a) Narrative paragraph: A narrative paragraph tells a story. The most important feature of narrative paragraph is that it tells a story.

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<sup>24</sup> Alice Oshima, *Op.Cit*, pp.17-18

- b) Descriptive paragraph: This kind of paragraph is used to describe what something looks like. Each gives the reader a clear mental picture of what is being described. This is the goal of descriptive paragraph.
- c) Expository paragraph: The goal of expository paragraph is to explain something to the reader. You can explain something in many ways.<sup>25</sup>

Based on the explanation about the kind of paragraph above, there are any three kinds of paragraph with the purposes of the paragraph itself but in this research the researcher just focused on the descriptive paragraph.

### **E. Concept of Descriptive Paragraph**

A descriptive paragraph paints a pictures with words so that readers can picture in their minds the object or place you're describing.<sup>26</sup> Description paragraphs should be detailed, clear, and render the represented reality chronologically.

According to Wishon and Burks, description gives sense impression feel, sound, taste, smell, and look of things, emotion may be descriptive too feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his/her imagination to visualize a scene or person, or to understand a sensation or an emotion".<sup>27</sup> Its means that the reader can easy to feel something through description because it describe something more detail. Description is a style of writing which can

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<sup>25</sup> Cynthia A. Boardman and Jia Frydenberg, *Op.Cit.*, pp. 18-20

<sup>26</sup> *Ibid*, p.19

<sup>27</sup> George E. Wishon and Julia M. burks, *Let's Write English*, (New York: American Book Company, 1980), p.128

be useful for other variety of purposes as to engage a reader's attention, to create characters, to set a mood or create an atmosphere, to being writing to life.<sup>28</sup> The descriptive have some parts are as follows:

1. Social Function : To describe particular person, place or thing.
2. Generic Structure :
  - a. Identification: Identifies phenomenon to be described.
  - b. Description: Describe parts, qualities, characteristics.
3. Significant Lexicogrammatical Features :
  - a. Focus on specific participants.
  - b. Use of attribute and identifying process.
  - c. Frequent use of epithets and classifiers in nominal group.
  - d. Use of simple present tense.
4. The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.<sup>29</sup>

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<sup>28</sup> Rafika Mutiara, *Op.Cit*, p.54

<sup>29</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory of wordbook*, (Sydney: Gerd Stabler AEE,1994), p.208

The example of descriptive paragraph writing:

### **Best Friends Forever**

As a child at the age of two, my sister and I had pictures taken together. My sister and I are ten months and three weeks apart. In this special family picture we look identical. Our big, dark blue and brown eyes and smile resemble two calm little girls, enjoying the moment with peaceful smiles on our faces. In our long, dark red and blue dresses we sit straight up in front of a warm red fireplace surrounded by green plants. Our dark brown, wavy hair even matched.

We both had baby pink bows off to the side of our heads that resemble a blooming flower. Growing up our family consisted of our father, my sister, and I. My sister and I have both been there for each other through “the thick and the thin.” My photograph of my sister and reveals how close we are in age and through this paragraph it also reveals how close we are when it comes to love and friendship.<sup>30</sup>

Based on statements above, the researcher concludes that descriptive paragraph is drawing important thing as clear as possible, so the readers understand what the writer means for example describing someone, describing an animal, describing place etc. In this case, the writer should write clearly and details in order that the readers can understand well and easily.

### **F. Concept of Game**

Learning a new language should be fun, interactive and exciting. A game is a kind of teaching aids that can be applied to a class. It is an activity that will give fun to the students.<sup>31</sup> In other hand, game is a tool to make teaching and learning process

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<sup>30</sup> <http://english120.pbworks.com/w/page/19006860/descriptive%20paragraphs>

<sup>31</sup> Jeremy Harmer, *The practice of English Language Teaching*, (New York: Longman, 1991), p.101

become easy. Because a game can make the students active and get motivated to following the lesson.

The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively.<sup>32</sup> Its means that using game in teaching and learning process not only make the students get fun of learning, but also can achieved the goal of teaching and learning process.

According to Wright, et.al, games help and encourage many students to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The students want to take part and in order to do so much understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.<sup>33</sup> Game is one technique which is can attract the students attention and interest since a game should make enjoyable, happy, and relaxed in following the lesson.

Based on the explanation above, the researcher can conclude that game is one of media that can be applied in language teaching and learning. All people are like games either young up to adult. But different age are group requires various topic material, competence, and model of game. For example, children like fun game, then

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<sup>32</sup> Redjeki Agoestyowati, *102 English Games From A-Z*, (1<sup>st</sup> ed), (Jakarta: PT Gramedia Pustaka Umum, 2007), p. xiii

<sup>33</sup> Andrew Wright, et. al. , *Games for Language Learning*, (Cambridge: Cambridge university press, 1994), p.1



adult more like challenging game. So, as teacher has to choose the appropriate game for all students in order to be fun learning and active class.

### **G. Concept of Bits and Pieces Game**

Ideally the teacher should be able to create an enjoyable atmosphere during the teaching and learning process. To do so, the teacher should attract students' attention and interest. Game is an activity given to the students to use the language in less formal situation is organized activity that usually has some properties, such as; a particular task or objective, a set of rule, competition between players and communication between players by spoken or written language.<sup>34</sup>

Bits and pieces game is kind of game which the students narrating and describing the picture-strip story with groups in the limited time principally in the present.<sup>35</sup> Of course there is no limit to the various bits and pieces which we can bring into classroom. it might be photographs of our family, letters we have received or even a pet.<sup>36</sup> It can be say that the students should be active to rearrange the picture in correct order with pay attention in the time that the teacher's gave to them. The teacher can motivate the students and give a clue on picture to make the students more active and develop their written text by looking the picture that was rearranged to find the new idea and new word to be described.

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<sup>34</sup> Jack Richard, et.al., *Longman Dictionary of Applied Linguistic*, (New York: Longman Group, 1985), p.118

<sup>35</sup> Andrew Wright, *Op.Cit*, p.107

<sup>36</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (3<sup>rd</sup> Ed), (Cambridge: Longman, 2007), p.139

Bits and pieces is a game which the learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively. He or she uses language to describe or comment on the pairs or groups of information.<sup>37</sup> It can be said that the students is challenge to describing and identifying pictures-strip-story by giving instruction concerning position and sequence. The students can use language to describe or comment on the developmental sequence of picture-strip-story and find the new idea and new word by looking picture, also collecting information by every members of a group of students to integrate their ideas and make the best description.

The teacher needs some preparations, for example need one picture-strip story to groups of students, cut the strip-picture into separate picture, or cut your text into separate sentences, paragraphs or single words.<sup>38</sup> It can be said that the teacher just needs simple preparation to apply this game, the teacher just need picture-strip-story and make the picture-strip-story separate in the structure.

Bits and pieces game can be applied in group work and class work.<sup>39</sup> In this case, it is can called as cooperative games. It supported by Hadfield, that there are two kinds of games: *competitive games*, in which players or teams race to be the first to reach the goal, and *cooperative games*, in which players or teams work together towards a

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<sup>37</sup> David Betteridge, et. al., *Games for language learning*, (3<sup>rd</sup> ed ) (New York: Cambridge University Press 2006), p.5

<sup>38</sup> Andrew Wright, et.al, *Op.Cit*, p.107

<sup>39</sup> *Ibid*

common goal.<sup>40</sup> It means that bits and pieces game can do by some students in a group to achieve the goals by work together.

From the explanation above, the researcher concludes that bits and pieces game is one of game which all of the students should be take a part and active in drawing and identifying the strip-story picture to connect and reconstitute the picture cooperatively. It can be easier way to reach the goal of teaching and learning process because the students can retain new words and idea more easily and also they can share and develop their idea with fun.

## **H. Problems in Teaching and Learning Writing**

Teaching and learning writing have many challenges. At present the challenges visible before the English language teachers are diverse and it is necessary for them to shape up accordingly to meet the demands of the day. If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario. Whereas many students are able to understand the language, but most of the students face the problem of communicating their ideas. Some of the problems in teaching and learning writing will be explained, as follows:

### **1. Teacher's Problems in Teaching Writing**

Teaching or learning how to write successfully gets even more complicated and challenged for both language teacher and students. Students do not write very often

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<sup>40</sup> Jill Hadfield, *Beginners' Communication Game*, (Longman: Addison Wesley Longman, 1999), p.8

and most of what they write is classroom-bound. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation.<sup>41</sup>

Teacher and students need to know how it talks about language at various points during learning and teaching.<sup>42</sup> It means that the teacher should know to make students easily understand writing well. However, there are some problems faced by teacher in teaching writing which affect the outcomes of teaching writing in the class. Some of those problems, as Almubark states, can be describe as follows:

- a. *The topics in text books are not attractive*: the topics in the text books for writing skills are not attractive and persuasive enough which makes it quite discouraging to teach writing skills to the students.
- b. *Credit hours*: more credit hours should be added to teaching writing skills so that the problem of writing skills in classrooms can be eradicated.
- c. *The higher number of students*: the higher number of students in each class is a barrier for lecturers to achieve their teaching goals for teaching writing skill.

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<sup>41</sup> Danna Adas and AydaBakir, *Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities International Journal of Humanities and Social Science*, (An Najah National University Nablus, 2013), p.254

<sup>42</sup> Jeremy Harmer, *Loc.Cit*, p.34

- d. *Teacher competence*: teacher competence in using devices or equipments for learning writing skills will assist the attainment of writing skills in the classrooms.
- e. *Intensive writing exercise*: intensive writing exercises and teachers' regular assessment of the material will identify the the students' weaknesses in learning the English language writing skills.<sup>43</sup>

From the explanation above, it can be concluded that some of problems faced by teacher in teaching writing are topics in the textbooks are not attractive, credit hours, the higher number of students, teacher competence and intensive writing exercises.

## **2. Students' Problems in Learning Writing**

In learning a foreign language, writing plays an important role. It is one component that links the four language skills of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how use them accurately in context.<sup>44</sup> However in practice of learning writing in the class, there are some obstacles which often happen in process of learning writing. Students may experience difficulties in writing for a variety reasons. These difficulties may vary in cause,

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<sup>43</sup> Amin Ali Almubark, *Exploring the Problems Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia*, (Saudi Arabia: Departmnet of English language Jazan University, 2016), pp.15-19

<sup>44</sup> Jeremy Harmer, *Op.Cit*, p.153

nature, intensity and duration. According to Msanjila, there are some problems faced by the students in learning writing such as:

- a. Capitalization problem, the misuse of capital letters is the most common writing problem noted in this study. Using capital letters correctly is a writing norm which is required in all languages. It is a pedagogical problem which can be handled appropriately by professional teachers in schools.
- b. Punctuation problem may also be the result of inadequate learning or poor teaching. Their writings seem to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.
- c. Inexplicitness or fuzziness, the problem of inexplicitness or fuzziness can argue that it is one of the serious problems facing students in schools and colleges.
- d. Poor organization / illogical sequence, this problem is as serious as the problem of inexplicitness or fuzziness. If this problem is not addressed seriously, the conveyed messages would be totally distorted.
- e. Spelling problem, using wrong spelling is another serious problem. This problem may be said to arise as a result of mother tongue interferences realized through phonological manifestations.
- f. Grammatical errors, like other writing problems, grammatical errors seem to result from inadequate learning and poor teaching.<sup>45</sup>

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<sup>45</sup> Yohana P. Msanjila, *Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania*, (Tanzania: University Dar Es Salaam: 2005), pp.18-22

Based on the explanation above, there are many students' problems in learning writing. The students have problems in capitalization, punctuation, inexplicitness/fuzziness, poor organization/illogical sequence, spelling, and grammatical errors.

### **I. Procedure of Teaching and Learning Descriptive Paragraph Writing through Bits and Pieces Game**

Teaching and learning with cooperative learning game type bits and pieces game encourage learners to dare, to share-up and express opinion. To teach descriptive paragraph by using bits and pieces game needs some procedure to do it. The researcher knows that bits and pieces game is an effective teaching aid. The procedures are as follows:

- a. The group should be small; all about three or four learners.
- b. Give each group one picture from a strip story.
- c. They should then study it and decide what is happening in it.
- d. Then say that each group may send two learners to two other groups to find out what their pictures are about.
- e. This information must be conveyed orally and not visually, i.e. not by looking at the picture.
- f. After collecting information about the other pictures, each group should then try to imagine what the complete story must be.
- g. Make up new groups comprising one learner from each of the previous groups.



- h. The various ideas for the completed story can then be related and discussed.<sup>46</sup>

Meanwhile, there are any different procedure of apply bits and pieces game:

- a. A number of pictures are required, each of which should be glued onto card and then into pieces.
- b. There should be the same number of pieces as there are students in the class. For example, for a class of 30 there could be five pictures, each cut into six pieces.
- c. The pictures can be as small as postcards, and the pictures themselves should be quite different, for example, a landscape, a cityscape, a crowd of people, some animals.
- d. The students should be able to name what they see in their bit of their picture.
- e. Each student is given a part of a picture.
- f. The students must then walk around the room and describe their bit of picture and ask other students, one by one, to describe theirs, without showing their pieces of picture.
- g. When they think they have found a student with a piece from the same picture they stay with that student and look for other students with bits from the same picture.
- h. Finally, they put all the pieces from one picture on a table together and reconstitute it.<sup>47</sup>

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<sup>46</sup> Andrew Wright, et.al., *Op.Cit*, p.107

<sup>47</sup> Michael Buckby and Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge university press, 2004), p.66

From some explanation above, the researcher modify the procedures for teaching and learning descriptive writing by using bits and pieces game, as follows:

- a. The group should be small; all about three or four learners.
- b. Give each group one picture from a strip story.
- c. They should then study it and decide what is happening in it.
- d. The students must then walk around the room and describe their bit of picture and ask other students, one by one, to describe theirs, without showing their pieces of picture.
- e. When they think they have found a student with a piece from the same picture they stay with that student and look for other students with bits from the same picture.
- f. After collecting information about the other pictures, each group should then try to imagine what the complete story must be.
- g. The various ideas for the completed story can then be related and discussed.
- h. Finally, they put all the pieces from one picture on a table together and reconstitute it.

#### **J. The Advantages and Disadvantages of Bits and Pieces Game**

Many games can be used as a media in language teaching. Thus teacher need to creative and selective to use games as media to help their students learn well. Bits and

pieces game is one of the games can be selected as a teaching media especially used for teaching descriptive paragraph writing has some advantages and disadvantages.<sup>48</sup>

### **1. The Advantages of Bits and Pieces game**

Bits and pieces game is one of language teaching media. There are some advantages of using bits and pieces game:

- a. Bits and pieces involve several useful skills including listening, speaking and writing.
- b. Students will get active involved in teaching and learning process.
- c. Games bring in relaxation and fun for students, thus help them learn and retain new words and idea more easily.
- d. The students can share their idea to develop their descriptive writing in their group.
- e. Bits and pieces game is appealing to all levels.
- f. Another benefit of using bits and pieces game in classroom that is teacher can apply this game in some variation.

### **2. The Disadvantages of Bits and Pieces Game**

- a. Use bits and pieces game sometime to be noisy class
- b. The teacher's feel that they lose control.
- c. Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- d. Some students are passive whereas others may dominate.

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<sup>48</sup> Andrew Wright, et.al, *Op.Cit*, p.107

## CHAPTER III RESEARCH METHOD

### A. Research Design

This research used the descriptive qualitative research. According to Bodgan and Taylor in Setiyadi stated that qualitative research is a research that produces descriptive data in form of written words or oral from the subject in its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>1</sup> Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes.<sup>2</sup>

Therefore, in this descriptive qualitative research that used by the researcher to gain description of status of phenomena that appear in the current situation. This current research is in attempt to portray the teaching learning process descriptive paragraph writing through bits and pieces game at the second semester of the eighth grade of SMP Islam Nurul Iman Lampung Timur in the academic year of 2016/2017.

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<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.219

<sup>2</sup> John, W. Creswell, *Educational Research*. (New Jersey: Prentice Hall, 2005), p.626

By this qualitative research, the researcher conducted the research to describe the teaching and learning process descriptive paragraph writing through Bits and Pieces game at the second semester of the eighth grade of SMP Islam Nurul Iman Lampung Timur in the academic year of 2016/2017, the problems faced by the teacher in teaching descriptive paragraph writing through Bits and Pieces game, and the students' problems faced by the students in learning descriptive paragraph writing through Bits and Pieces game. By this way, the researcher hoped that this research revealed this matter clearly for the sake of English learning improvement in the classroom.

## **B. Research Subject**

In order to find the result of this study, subjects of the research are needed. In this research, the researcher took the subject of the research and it explained in population of the research and sample of the research that would be doing in the research.

### **1. Population of the Research**

Population is a group of individuals who comprise the same characteristics.<sup>3</sup> Arikunto also says that population is the total number of the research subject.<sup>4</sup> The populations of the subject research were the students at the second semester of the eighth grade of SMP Islam Nurul Iman Lampung Timur in the academic year of 2015/2016. There were three classes which consist of 105 students.

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<sup>3</sup> *Ibid*, p.625

<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.102

**Table 2**  
**Population of the Students of Eighth Grade of SMP Islam Nurul Iman**  
**Labuhan Maringgai Lampung Timur in 2016/2017 Academic Year**

No	Class	Male	Female	Total
1	VIII A	15	20	35
2	VIII B	17	18	35
3	VIII C	19	16	35
<b>Total</b>				<b>105</b>

*Source: SMP Islam Nurul Iman 2016/2017 academic year*

## 2. Sample

Sugiyono states that sample is a part of the amount and characteristic which is owned by the population.<sup>5</sup> Based on the definition above, sample is several of population that represents the population that will be research. The samples of the research were the teacher and students of eighth grade of SMP Islam Nurul Iman Lampung Timur in the academic year of 2016/2017.

## 3. Sampling Technique

In this research, the researcher used purposive sampling technique. Purposive sampling technique is a technique of selecting participants and sites intentionally to learn or understand the central phenomenon.<sup>6</sup> According to Sugiyono, purposive sampling technique is a technique to determine the sample by judgment, sampling based on specific purpose such as to balance: focus on research, scientific judgement,

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<sup>5</sup> Sugiono, *Metode Penelitian Qualitative, Qualitative and R & D*, (Bandung Alfabeta, 2006), p.81

<sup>6</sup> John, W. Creswell, *Op.Cit*, p.205

reason limited time, energy and money.<sup>7</sup> Therefore, the researcher took one class as the sample of this research and the data was obtained from the students of eighth grade C class consists of 35 students as the sample based on the data of the students' average score that has the lowest score for all classes.

Here was the average score of writing mastery from each class in SMP Islam Nurul Iman Lampung Timur.

**Table 3**  
**The Students' Score of Writing Mastery of Eight Grade of SMP Islam Nurul Iman Labuhan Maringgai Lampung Timur in 2016/2017 Academic Year**

No	Class	Average Score
1	VIII A	66,68
2	VIII B	64,72
3	VIII C	62,57

*Source: SMP Islam Nurul Iman 2016/2017 academic year*

From the table above, it could be said that each class has various average score. The classes that have low average score is VIII C, and class that have high average score is VIII A. The researcher use class VIII C as a sample of this research because class VIII C have low average score so that it was possible for students to find difficulties in mastering writing. It is appropriate with purposive sampling technique that has been explained. Thus, the sample represents the population, because the students in this class have low average score compared to the other class. The researcher uses class VIII C as the subject of this research, it consist of 35 students.

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<sup>7</sup> Sugiono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2013), p.218

### C. Data Collecting Technique

In this research, there were some steps that had applied with intention of gaining the data from beginning until the end of teaching and learning process. Therefore, in this research, the researcher used observation, interview, and questionnaire as the techniques to collect the data. The steps were as follows:

#### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>8</sup> Sugiyono also stated that observation is proper used in the research which is related with teaching learning interaction, students' behavior, and group interaction because through observation, the writer learns about behavior and the meaning attaches to those behaviors.<sup>9</sup> Observation is proper used in the research which related with teaching learning process, students' activity and problem which may arise.

In this research, the researcher was an observer to get data used observation guideline that the researcher prepared it before. Observation guideline observed the process of teaching descriptive paragraph writing through bits and pieces game. The researcher got the data in note form. The aspects of teaching learning process are describes as follows:

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<sup>8</sup> Jhon W. Creswell, *Op.Cit*, p.213

<sup>9</sup> Sugiyono, *Op.Cit*, p.64



**Table 4**  
**Observation Guideline**

Aspects	Indicators	No Items	Total Items
The procedure of teaching descriptive writing through bits and pieces game	To know the teacher used bits and pieces game in teaching learning process	1,2,3,4,5, 6,7,8	8

## 2. Interview

After observing their teaching learning process, the researcher also interviewed the teacher's problems in teaching descriptive paragraph writing through bits and pieces game. An interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee.

This interview was aimed to make sure about the result of the observation and to get more data related to this research. This technique involved collecting data from the teacher interview by the interviewer. It was the researcher asked the teacher about her/his opinions of the activity in teaching learning process including problems in descriptive paragraph writing by the students. The researcher intend of the interview was to gain a deeper understanding from the teacher of students' problems in descriptive paragraph writing. The aspects of the interview are describes as follows:

**Table 5**  
**Interview guideline**

Aspect	Indicators	No Item	Total Item
To know the general process of teaching and learning writing	Ask the teacher whether her students have difficulties in learning descriptive writing.	1, 2	2
To know the teacher problem in teaching descriptive writing	Ask the teacher whether she used standard text-book in teaching	3	1
	Ask the teacher whether she need much time to teach her students.	4	1
	Ask the teacher whether she has difficulties to handle the class.	5	1
	Ask the teacher whether she has problem in teacher's competence.	6	1
	Ask the teacher whether she has problem in correction the students' works.	7	1
<b>Total</b>			<b>7</b>

### 3. Questionnaire

The questionnaire is a list of questions that used by writer to get the data from the students directly through a process of communication or to ask questions.<sup>10</sup> The researcher gave the questionnaire to the student in order to know the aspect that may influence in learning process and to confirm the answers given by the teacher. From

<sup>10</sup> Jhon Hendri, *Merancang Kuesioner*, (Riset Pemasaran: Universitas Gunadarma, 2009), p.1

collecting data through questionnaire, the researcher found out the students respond towards the teaching and learning process.

The researcher distributed the questionnaire after the process of teaching descriptive paragraph writing through bits and pieces game. The aim was to find out problems faced by the students in learning descriptive paragraph writing. The questionnaire has been arranged to address the students difficulties in learning descriptive paragraph writing using bits and pieces game. The guidelines of the questionnaire can be described as follows

**Table 6**  
**Questionnaires guideline**

Aspects	Indicators	Number of Items	Total Items
To know whether bits and pieces game can help the students in learning descriptive paragraph writing	Ask the students about their opinion in learning descriptive writing through bits and pieces game	1,2	2
To know the students' problems in learning descriptive paragraph writing	Ask the students whether they have problem in using capital letters	4	1
	Ask the students to know the students' capability in using punctuation marks correctly	5	1
	Ask the students whether they have problems in fuzziness the written text	3,6	1
	Ask the students to know the students' capability in composing sentences using structure	7	1
	Ask the students whether they have problems in spelling the written text	8,9	2
	Ask the students whether they have	10	1

	problems in mastering grammar in writing descriptive paragraph.		
<b>Total</b>			<b>10</b>

#### D. Research Procedure

The procedures of the research used as follows:

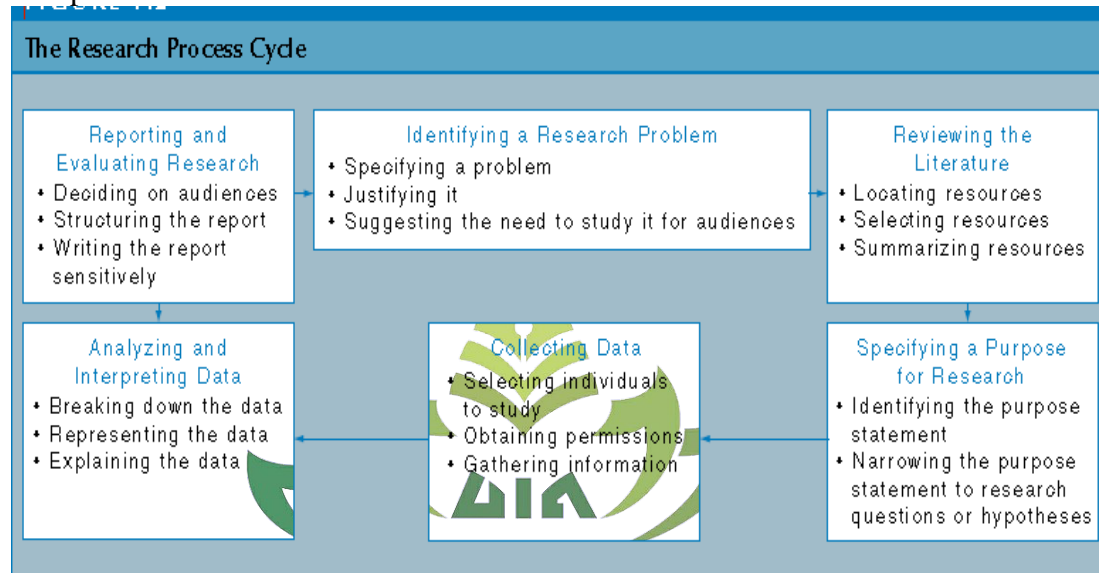


Figure 2. The Research Process Cycle<sup>11</sup>

Those steps were procedures of this research. The first, the researcher identified a research problem. Here, the researcher observed the process of teaching and learning descriptive paragraph writing through bits and pieces game, recognized the teacher and students' problems in teaching and learning descriptive paragraph writing through bits and pieces game. The second, the researcher reviewed the literature. It means that the researcher had some basic theories that related to her research. The

<sup>11</sup> John W. Cresswell, *Op. Cit.*, p.8

grand theories will be used in this research were theory of descriptive paragraph and bits and pieces game.

The third procedure of this research was specifying a purpose for this research. The purpose of this research were the answers of research problems that the re researcher found. Next procedure was collecting the data. The researcher collected the data by observing, interviewing and giving questionnaire. Analyzing and interpreting the data were fifth procedure of this research. This procedure will be done by the researcher after collecting the data. The researcher drew the conclusion, represented it in tables, figures, and pictures to summarize it and explained the conclusion in words to provide answers to the research question. The last procedure were reporting and evaluating research. After conducting the research, the researcher developed a written report and distributed it to select audiences (such as fellow teachers and students) that can be used in the information.

#### **E. Trustworthiness of the Data**

In the qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research used methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation was employed. Triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it.<sup>12</sup> The

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<sup>12</sup> Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis*, (2<sup>nd</sup> ed) (New Delhi: SAGE Publication, 1994), pp.266-267

combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method to collecting the qualitative data often considered not enough. There are several kinds of triangulation, as follows:<sup>13</sup>

1. Triangulation of time

- a) Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b) Longitudinal triangulation is the data collected from the same group at different times.

2. Triangulation of place

For more accurate data collection in order to be able to use different places for similar data.

3. Triangulation of theory

In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

4. Triangulation of method

In triangulation of method, the researcher use different method for collecting similar data.

5. Triangulation of the researcher

In triangulation of the researcher for collecting the same data it is done by some people.

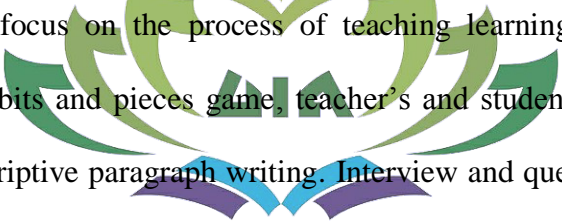
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<sup>13</sup> Bambang Setiyadi, *Op.Cit*, pp.246-247

## 6. Triangulation of methodology

This triangulation use for collecting data from the same learning process by used different approach.

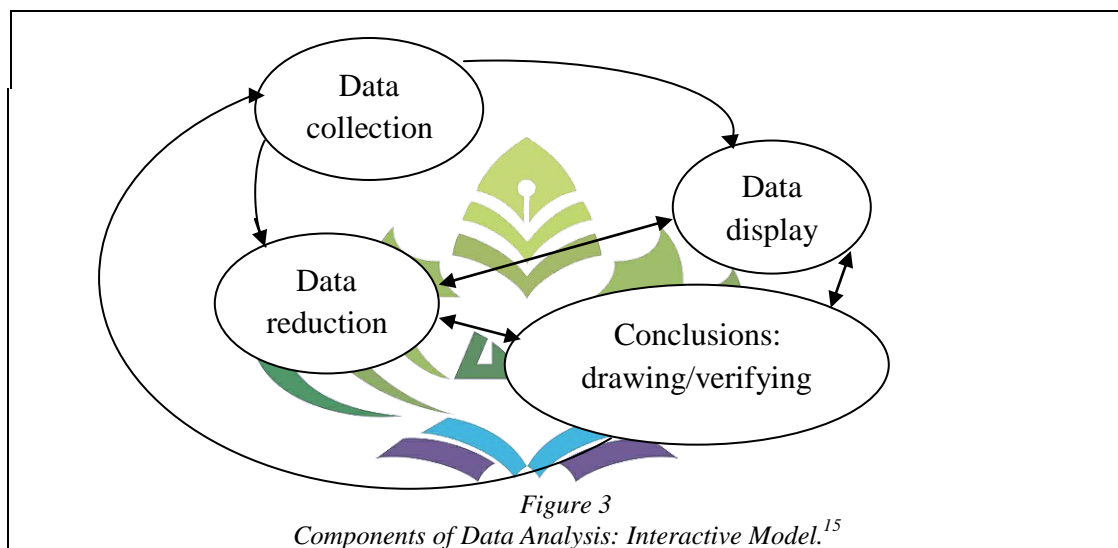
In this research, the researcher used triangulation of time, triangulation of theory and triangulation of method. In triangulation of time, the researcher used longitudinal triangulation, because the researcher collected the data from the same group at different time, and the researcher used 2 times. While, in triangulation of method used three techniques to collecting data: they were observation, interview and questionnaire.



The observation focus on the process of teaching learning descriptive paragraph writing by using bits and pieces game, teacher's and students' problem in teaching and learning descriptive paragraph writing. Interview and questionnaire conducted to get the data which can be used to make sure about the result of observation. By applying this triangulation technique, the researcher expects the result of this research would be consistent for the data, because the data collected more than one data source.

## F. Data Analysis

Data analysis is the process of organizing the data in order to get the pattern of other explanations from, whereas data interpretation is the process of giving meaning to the result of data analysis.<sup>14</sup> To analyze the data, the writer has to see all of the action so the researcher can explain how an aspect influences another aspect. In order to analyze data in descriptive qualitative research with the following steps:



### 1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In data reduction the mass of the data has to be organized and meaningfully reduced or reconfigured. In this case, the researcher will select the data derived from observation

<sup>14</sup> *Ibid*, p. 94

<sup>15</sup> Matthew B. Miles, A. Michael Huberman, *Op.Cit*, p.11



on teaching and learning process, interview to the teacher and questionnaire to the students.

## 2. Data display

Data display is second component of qualitative data analysis. A display can be extended piece of text or diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>16</sup> Some activities in analyzing the data done by the researcher in data display.

### a) Observing the teaching and learning process

In this step the researcher will observe the teaching and learning process by nothing in the observation sheet to know how is the process of teaching and learning descriptive paragraph writing through bits and pieces game. By observing the class, the researcher will know how is the process of teaching and learning descriptive paragraph writing through bits and pieces game.

### b) Interviewing the teacher

In this step, the researcher interviewed the teacher to get information about the teacher's problems in teaching descriptive paragraph writing through bits and pieces game by asking some question. By interviewing the teacher, the researcher knew the

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<sup>16</sup> *Ibid*, p.11

teacher's problems in teaching descriptive paragraph writing through bits and pieces game.

c) Giving questionnaire

In this step, the researcher distributed questionnaire to the students. This step was conducted to know the students' problems in learning descriptive paragraph writing through bits and pieces game. From the data display, the researcher got the conclusion in order to answer all about the research questions in this research.

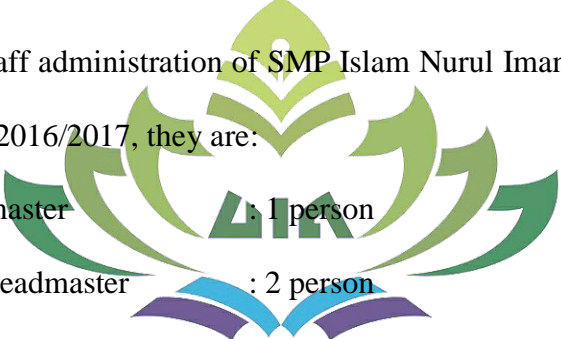
3. Conclusion drawing/verification

The last step of analyzing data is conclusion drawing/verification. Conclusion drawing involved stepping back to consider what the analyze data mean and to assess their implication for the question at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this step, the researcher would draw the conclusion. Thus, the researcher get the conclusion about teaching and learning descriptive paragraph writing through bits and pieces game at the second semester of eighth grade of SMP Islam Nurul Iman.

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Situation of SMP Islam Nurul Iman**

SMP Islam Nurul Iman is located on Jl. Muara Gading Mas, Kecamatan Labuhan Maringgai, Kabupaten Lampung Timur. This school was established in 1995. The last headmaster was Bukhori, S.Ag (2007-2015) and now Mohammad Taslim, S.Pd.I, while the number of the teacher at the SMP Islam Nurul Iman are 28 people consisted of teachers and staff administration of SMP Islam Nurul Iman Lampung Timur in the academic year of 2016/2017, they are:

- 
1. The headmaster : 1 person
  2. The vice headmaster : 2 person
  3. The teachers : 22 person
  4. The administration staff : 3 person

### **B. The Number of Students**

In the academic year of 2016/2017, SMP Islam Nurul Iman Lampung Timur has 10 classrooms with 372 students. The detail in the following table:

**Table 7**  
**The data of Students at SMP Islam Nurul Iman Lampung Timur In The Academic Year Of 2016/2017**

Class	Number of students		Total
	Male	Female	
VII	59	76	135
VIII	51	54	105
IX	63	69	132
<b>TOTAL</b>	<b>173</b>	<b>199</b>	<b>372</b>

(Source: Documentation of SMP Islam Nurul Iman 2016/2017)

### C. The Building and Rooms of SMP Islam Nurul Iman Lampung Timur

To support the teaching and learning activity, SMP Islam Nurul Iman has some classes and rooms. It is described in table below:

**Table 8**  
**The Total Rooms Of SMP Islam Nurul Lampung Timur In The Academic Year Of 2016/2017**

No.	Kind of rooms	Total room
1.	Headmaster	1
2.	Administrative staff	3
3.	Teacher	22
4.	Class	10
5.	Library	1
6.	Computer room	1
7.	Mosque	1
8.	Canteen	2
9.	Sport field 2 in 1	1
10	UKS	1
11	Teacher toilet	1
12	Students toilet	2

(Source: the data of SMP Islam Nurul Iman Lampung Timur in the Academic Year of 2016/2017)

#### **D. Research Implementation**

The researcher conducted the research was to know the process of using bits and pieces game in teaching and learning descriptive paragraph writing and the problems faced by the teacher and students in teaching and learning process. In investigating the process of teaching and learning descriptive paragraph writing through bits and pieces game, the researcher used three instruments in collecting the data, there are: observation, interview and questionnaire.

In observation, the researcher observed the process of using bits and pieces game in teaching and learning descriptive paragraph writing in the class by observing the teacher and students while teaching and learning process. Then the researcher gave questionnaire to the students to know their responses in implementation of bits and pieces game and also the problems they faced in process of learning activity and to confirm the data gained from observation and interview.

The next step is interview as the last step. The researcher interviewed the teacher to know the teacher's problem in implementing bits and pieces game in teaching descriptive paragraph writing and to confirm the data gained from observation and questionnaire. Moreover, the researcher also collected additional data such as school profile and history, and condition of the teachers and students.

The research was conducted at SMP Islam Nurul Iman Lampung Timur at the eighth grade from 28<sup>th</sup> April 2017 up to 13<sup>rd</sup> May 2017. The researcher included the data and plan schedule of work as follows:

1. On 28<sup>th</sup> April 2017, the researcher met the headmaster to get permission to do research at SMP Islam Nurul Iman Lampung Timur.
2. On 5<sup>th</sup> May 2017, the researcher met the teacher to discuss the material and the technique to be used.
3. On 9<sup>th</sup> May 2017, the researcher conducted the observation in first meeting.
4. On 12<sup>nd</sup> May 2017, the researcher conducted the observation in second meeting and interviewed the teacher.
5. On 13<sup>rd</sup> May 2017, the researcher asking permission and say thank you to the headmaster and the teacher for conducting the research in this school.

## **E. Data Analysis**

After collecting the data, the researcher analyzed the data gained from observation, interview, and questionnaire. According to Miles and Huberman there are three major phrases of data analysis, they are data reduction, data display, and conclusion drawing or verification.

### **1. Data reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. After that, the researcher selected which data that were used in her research. There were three instruments used to collect the data: observation, interview and questionnaire.

Observation became the main instrument in this research. Whereas, interview and questionnaire became the supporting instruments. In this step, the researcher analyzed the data based on each instrument.

#### **a. Observation**

The researcher employed an observation (see appendix 1). The observation conducted to know how is the process of teaching and learning descriptive paragraph writing by using bits and pieces game. The observation conducted in two meetings. In the observation process the researcher prepared an observation sheet. The data of observation has been identified as described in the following discussion.

##### **1) First Meeting**

In the first meeting, the researcher conducted the research on Tuesday, May 9<sup>th</sup> 2017, in the afternoon. Before teaching and learning was done, the teacher prepared the material first that would be taught. The teaching descriptive writing using bits and pieces game was discussed in detail.

Before the teacher started teaching and learning descriptive writing through bits and pieces game, the teacher had prepared the material about the topic that was about describing animals. Firstly, the teacher opened the class by greeting to the students' and the students responded it. Some of them responded loudly to show their enthusiasm and few of them responded calmly. Then, she gave the students motivation and built knowledge to follow the lesson. She asked to the students about the last lesson. After that, the teacher asked to students about descriptive writing, few of students could answer the teacher's question and some of students just silent and

paid attention to the teacher's and their friend's explanation. Then, After that, the teacher delivered material with the theme "*Describing Animals*". She also explained about definition of descriptive writing and gave example of it, but the teacher did not explain about the structure that used in descriptive. Next, she conveyed the objective of the lesson. After that, she explained students' assignment for last time.

Then, the teacher explained procedure of teaching and learning descriptive writing by using bits and pieces game. Then, she divided the students in 6 group, every group consisted of 4-5 students. Every group of students make circle. Then, teacher distributed one strip-story picture in each group but she gave instruction to the students to did not show each picture to other group. Next, she gave 5 minutes to the students try to study and described what is happening on the picture. In this step the teacher guided the students. After the students studied and described the picture, the teacher asked them to make a descriptive writing based on picture in 10 minutes. The teacher engaged students to make descriptive writing because some of students did not know the vocabulary that they would be written and they did not bring dictionary. This activity spared much time although the teacher give limited time. After that the teacher asked to one member of each group to presentate their discussion result about describing the picture. When the students presentate in front of class, some of students did not pay attention and did not make a note of the presentation of other group so the students did not know about the complete information or description of



the picture from other groups. The teacher corrected the students' writing work and their pronounce.

In last session, the teacher discussed together with the students about the complete story of the complete picture as a summary. Then, the teacher gave the students question to ensure whether the students understood or not. Before the teacher closed the meeting, the teacher have task to the students to do at their home and then she gave some suggestion for students to study hard not only at school but also in their home. And the last the teacher closed the meeting.

## **2) Second Meeting**

In the second meeting, the researcher conducte the research on Friday, May 12<sup>th</sup> 2017, in the afternoon. Before teaching and learning was done, the teacher prepared the material first that would be taught.

The teacher opened the class by greeting to the students, checked the students' attendance and building good relationship or making small talk with the students. Then the teacher reviewed the last lesson about describing animals and reminded the students about descriptive writing. In this meeting the teacher chose the topic about describing people. She delivered materal by giving some example about describing people. Then, she asked to the students to pay attention in the story. After that the teacher asked to the tudents to give question about descriptive writing. If the students were not clear enough, the teacher asked the students that they will understand about descriptive writing with play game, the game call bits and pieces game. Next, she

conveyed the objective of the lesson. After that, she explained students' assignment for last time.

The teacher explained the procedure of teaching and learning descriptive writing by using bits and pieces game briefly. In this meeting not so different from the first meeting. The teacher divided students into 6 group, each group consisted of 4-5 students. The students was given part of picture by the teacher. Then the students should study it and decided what is happening in the picture. After the students finished study and decided what is happening in the picture, the teacher asked to the studentns to make a descriptive writing based on the picture that was they received. The teacher guided the students in make descriptive writing because some of students did not understand about the picture and how to write some words in descriptive writing. This activity spared much time, the studentns could not do their work by themselves they had limited vocabularies so they often difficult to share ideas. After the students finished in making descriptive writing, the teacher asked to one member of each group to persentate their discussion about descriptive in front of class without showing their pieces of picture. In this activity, the teacher asked the other studentns and each group to pay attention and make a note from the presentation of each group. After the groups collecting information from each group presentate about their discussion result in front of class, the students should then try to imagine what the complete story must be. From this part the group of students could get various ideas from other group to completed story that can be related.

The last session, the teacher asked to the students to make summary of this lesson. The students could give some question if they had difficulty in understanding descriptive writing. Before the teacher close the lesson, she give some suggestion to the students to study hard nt only in the school but also out of school. And the last the teacher closed the lesson.

### **b. Interview**

To support the data of observation, the researcher had employed an interview to the teacher to investigate the problems faced by the teacher during teaching descriptive writing. There were ten questions that the researcher asked to the teacher. The questions consisted of the teacher's problems (see appendix 2).

From the result of interview, the researcher concluded that the teacher had a problem to handle the higher number of students, need more credit hours, difficult to give regular assessment and the topics in the textbooks are not attractive. On other hand, the teacher had problem in teaching descriptive paragraph writing.

### **c. Questionnaire**

The researcher also employed questionnaire to support the data from observation and interview. The questionnaire consisted of tenth (see appendix 3).

1. The first question was to know the students' respond, motivation and interest in learning descriptive writing by using bits and pieces game.
2. The second and the third questions employed to know whether bits and pieces game can help the students in learning descriptive writing.

3. The fourth until the tenth questions employed to know the students problems in learning descriptive writing by using bits and pieces game. The questionnaire was given to 30 students in VIII C class.

## 2. Data Display

### a. Observation Result

The observation consisted of teaching and learning descriptive through Bits and Pieces game. Then, in this points of observation that were investigated whether the application of all the steps applied by the teacher or not. After the researcher observed the process of teaching and learning in the class, the researcher found out that the teacher did not applied all of the steps or procedures of Bits and Pieces game. There are eighth steps in teaching and learning descriptive writing through Bits and Pieces game. Based on the each steps in teaching and learning descriptive writing through Bits and Pieces game, the researcher noted the all activity, the explanation of the application of those each steps, can be seen it the table below:

**Table 9**  
**Observation Result in Teaching and Learning Activity**

Pointer of Observation	Yes /No	Note
a. The group should be small; all about three or four learners.	Yes	The teacher divided the students in 6 group, each group consisted of 4-5 students. The process of making the groups was randomly chosen by the teacher.

b. Give each group one picture from a strip story.	Yes	The teacher distributed one picture from a strip story picture to the students. The teacher asked to the students to keep it secret.
c. They should then study it and decide what is happening in it.	Yes	The teacher gave 10 minutes to the students studied and decided what is happening on the picture.
d. The students must then walk around the room and describe their bit of picture and ask other students, one by one, to describe theirs, without showing their pieces of picture.	Yes	The teacher asks to the students to describe their bits of picture and ask to other students without showing the picture.
e. When they think they have found a student with a piece from the same picture they stay with that student and look for other students with bits from the same picture.	Yes	If the students think that they find the same picture in their friends, they should search same picture.
f. After collecting information about the other pictures, each group should then try to imagine what the complete story must be.	Yes	The students know all of the information of the complete story of the picture must be, because they make a note of the information of other group presentation.
g. The various ideas for the completed story can then be related and discussed.	Yes	The students get various ideas from other group to complete the story.
h. Finally, they put all the pieces from one picture on a table together and reconstitute it.	Yes	The teacher asks to the students to put all pieces of picture on a table together and reconstitute it in correct order. After the picture had been arranged, the teacher asks to the students to make a descriptive writing based on the picture.

In the process of teaching and learning descriptive writing through Bits and Pieces game, the teacher explain the material well and then the teacher explained about procedure of bits and pieces game. The teacher divided the student into several groups which consisted of 3-4students. The teacher did not apply all procedures of Bits and Pieces game. Thus, the students did not know the complete story of the picture must be. They just know the story about their piece of picture that they was received from the teacher. But in the second meeting, the teacher almost applied all procedures of bits and pieces game, so the students could know the completed story of the compete picture must be by collecting information and making note when one member of each group presentated the result of their discussion in front of class.

#### **b. Interview Result**

To support the data from observation, the researcher also employed an interview. The interview was given to the teacher to know her opinion about the process of teaching and learning descriptive writing using bits and pieces game and problems in teaching learning process. Based on interview, there were seven questions that the researcher asked to the teacher about the problems and her opinion in teaching descriptive paragraph writing by using bits and pieces game. It can be seen in the dialogue below:

1. **Question:** What do you feel about the teaching descriptive paragraph writing in class?

**Answer:** I think confuse in teaching English especially writing by using full English language because most of the students don't understand about the meaning of the teacher use.

2. **Question:** Do you have difficulties in teaching descriptive paragraph writing by using bits and pieces game?

**Answer:** Yes, I do. The students have difficulties in all. The students did not know the translation in English, they did not know about writing in English so if they want to make a sentence they become confuse how to manage/arrange the sentence well.

3. **Question:** Do you use standard book to teach descriptive paragraph writing?

**Answer:** Yes, I use standard book to teach the students. The descriptive writing topic was available in text-book that I used. Also I give some text about descriptive and I give example of it. I give students reading a role in writing classroom, the reading material used as model of writing example as means of stimulating students interest and thinking about topic and as resources to help students complete a task.

4. **Question:** Do you need more credit hours in teaching descriptive writing?

**Answer:** Yes, I do because to make students easy writing it's need long process that need much time to teaching and students practice.

5. **Question:** Do you have a problem to handle the classes during teaching and learning process?

**Answer:** Actually sometimes I felt difficulty to handle the higher number students that make over-crowded classes but I established the physical environment such as I often arrange the students' chair in circle line to discussion and collaboration to control and monitoring the classroom activity.

6. **Question:** Do you have problem in competent to teach English especially descriptive paragraph writing especially using devices or equipment?

**Answer:** In teaching and learning process I don't have lack in competent the material because I understand the material well. I also give some example about descriptive paragraph and I explain about the grammatical use in descriptive writing. I felt easier when teaching descriptive using devices or some additional media because it is can assist me in teaching learning process.

7. **Question:** Do you often give some writing exercise to the students? Do you ever neglect to correction the students' correction?

**Answer:** Yes, I do. I usually give the students some assignment to know how long the students understand about the material that was I give to them but sometimes I forget if the students have homework, so I don't correction the students' work but I often give attention to the students' works if they are speak up or presentation in front of class.

From the result of interview to the teacher, the researcher concluded that teacher applied bits and pieces game in teaching descriptive writing was not well. Even there were some weaknesses in many sides. The teacher had difficulties in applying the



steps in teaching descriptive by using bits and pieces game. Many of the problems that faced by teacher and the students. It can be explained as follows.

- a) The teacher stated that she found difficulties to make student understand about word knowledge because the students did not know the meaning of the teacher use, actually they did not understand about English language.
- b) The teacher stated that almost all students felt confused to arrange sentences well, they did not know the translation in English because they never want to bring a dictionary.
- c) The teacher said that she need much time in teaching and the students' writing practice.
- d) The teacher said that she difficult to handle the higher number of students because she difficult to monitoring the classroom activity.

### 3. Questionnaire Result

The questionnaire was made to support the data from observation and interview. The questionnaire was distributed to the students by taking ten minutes of the students' study time in the classroom. Here were the students' answers of questionnaire. (See appendix 3)

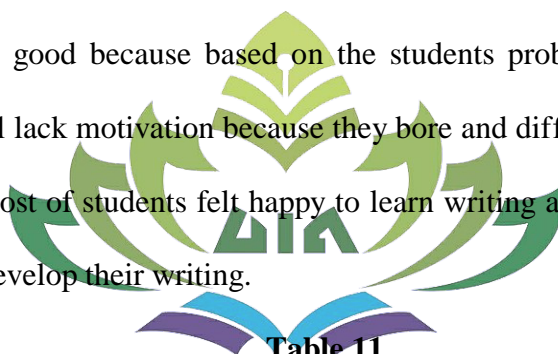
**Table 10**  
**The Questionnaire Result of Question Numbers 1 and 2**

No	Question	Respond	Total of the Students	Percentage
1.	What is your opinion if teaching descriptive	Happy	20	57 %
		Bored	5	14 %

	writing by using bits and pieces game?	Just so so	10	29 %
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2.	Whether bits and pieces game can help you in learning descriptive writing?	Yes	15	43 %
		No	7	20 %
		Just so so	13	37 %

The result of questionnaire number 1 and 2 showed that 57% and 43% students felt happy and could helped if they learning writing through bits and pieces game. This condition is very good because based on the students problem in writing most of students were still lack motivation because they bore and difficult to learn writing but with this game most of students felt happy to learn writing and could helped them in understand and develop their writing.



**Table 11**  
**The Questionnaire Result of Question Numbers 3 and 6**

No	Question	Respond	Total of the Students	Percentage
3.	Do you find difficulty in using vocabulary in descriptive writing?	Yes	20	57 %
		No	12	34 %
		Just so so	3	9%
6.	Do you find difficulty in writing vocabulary in descriptive writing?	Yes	22	63 %
		No	9	26 %
		Just so so	4	11 %

The result of questionnaire number 3 and 6 showed that 57% and 63% students had difficulty in writing because they had limited vocabulary and they have problem in fuzziness the written text.. In teaching and learning process many students asked to the teacher to know the word that they did not know and they did not try to search the word in dictionary.

**Table 12**  
**The Questionnaire Result of Question Number 4**

No	Question	Respond	Total of the Students	Percentage
4.	Do you find difficulty in using capital letters in descriptive writing?	Yes	18	51%
		No	10	29 %
		Just so so	7	20 %

The result of questionnaire number 4 showed that 51% students had difficulty in using capital letters. Based on the students' respond, it can be concluded that almost all the students had difficulty in mastering capital letters when they want to write.

**Table 13**  
**The Questionnaire Result of Question Number 5**

No	Question	Respond	Total of the Students	Percentage
5.	Do you find difficulty in using the correct punctuation in descriptive writing?	Ya	18	51%
		Tidak	10	29 %
		Biasa saja	7	20 %

The result of questionnaire number 5 showed that 51% students had difficulty in using punctuation marks correctly. Some students also often did not use punctuation their written text was difficult to read.

**Table 14**  
**The Questionnaire Result of Question Number 7**

No	Question	Respond	Total of the Students	Percentage
7.	Do you find difficulty in composing the sentences using tenses and appropriate in grammar?	Ya	20	57 %
		Tidak	8	23 %
		Biasa saja	7	20 %

The result of questionnaire number 7 showed 57% students had difficult in compose sentences using structure. Most of the students cannot do writing well, because their structures were still not good enough so they made mistake in grammar.

**Table 15**  
**The Questionnaire Result of Question Numbers 8 and 9**

No	Question	Respond	Total of the Students	Percentage
8.	Do you find difficulty in using word choices in descriptive writing?	Ya	15	43%
		Tidak	9	26 %
		Biasa saja	11	31 %
9.	Do you find difficulty in spelling the written text in descriptive writing?	Yes	23	66 %
		No	6	17 %
		Just so so	6	17 %

The result of questionnaire number 5 and 7 showed that 34% and 54% students had difficulty in spelling in written text and word choice. Most of students did not know the spelling of words and written text.

**Table 16**  
**The Questionnaire Result of Question Number10**

No	Question	Respond	Total of the Students	Percentage
10.	Do you find difficulty in writing descriptive paragraph using structure?	Ya	17	48 %
		Tidak	8	23 %
		Biasa saja	10	29 %

The result of questionnaire number 10 showed that 48% students had difficult mastering grammar in descriptive writing.

By considering the data gained before, it could be concluded that:

- a. Some the students had lack motivation.
- b. Most of students have problems in using punctuation and capital letters, they also lack of spelling.
- c. The students' writing is difficult to understand because of the ill structured sentences in composition, and they have difficult in mastering grammar.

#### **F. Conclusion Drawing/Verification**

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this

part, the data explained in data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussions and findings are divided into three parts: the process of teaching learning descriptive writing through bits and pieces game, the teacher's problem in teaching descriptive writing through bits and pieces game, students' problems in learning descriptive writing through bits and pieces game

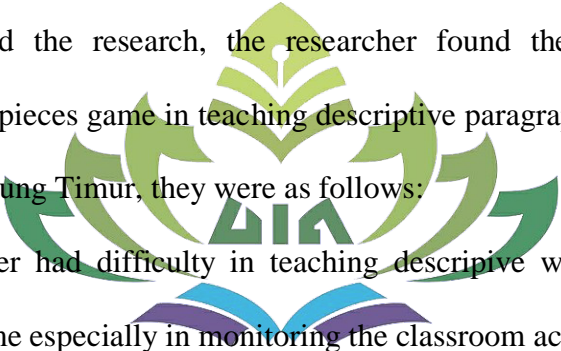
### **1. The Process of Teaching and Learning Descriptive Writing through Bits and Pieces Game**

Teaching and learning process was done in two meetings, the classroom atmosphere in teaching and learning descriptive writing by using bits and pieces game the students looked active in learning descriptive writing by using bits and pieces game, but some of them looked less respond. This research was conducted three times including observing the teaching and learning process, interview and giving questionnaire to the students. From the data gained through observation, the researcher assumed that the teaching and learning descriptive writing by using bits and pieces game did not run well, the teacher did not follow the procedure well by using this game. The result of the interview also showed that teacher had some problem in teaching descriptive writing by using bits and pieces game. The teacher believes that bits and pieces game is a good technique for teaching descriptive writing, but in the teaching and learning descriptive writing by using bits and pieces game did not run well. The result of questionnaire showed that students had some problems in learning descriptive writing by using bits and pieces game. The students

felt that bits and pieces game could help them in learning descriptive writing, but view still had difficulty in learning descriptive writing because of students were still lack of motivation to learn writing because some of them thought that writing was difficult, students were still confused to understand the vocabularies which gotten by their teacher and they had limited vocabulary, their structures were still not good enough because view made mistake in grammar.

## **2. Problem Faced by the Teacher in Teaching Descriptive Writing through Bits and Pieces Game**

Having conducted the research, the researcher found the problems during the applying bits and pieces game in teaching descriptive paragraph writng in SMP Islam Nurul Iman Lampung Timur, they were as follows:

- 
- a) The teacher had difficulty in teaching descriptive writing through bits and pieces game especially in monitoring the classroom activity.
  - b) The teacher had difficulty to teach about structure and language features of descriptive writing because when the teacher explained about it, the students did not pay attention and respond about it.
  - c) The teacher could not manage the situation and condition in the class, when she taught descriptive paragraph writing through bits and pieces game.

### **3. Problem Faced by the Students in Learning Descriptive Writing through Bits and Pieces Game**

Having conducted the research, the researcher found some problems face by the students during the implementation of bits and pieces game in teaching descriptive writing at SMP Islam Nurul Iman Lampung Timur.

- a) Most of students had difficulty in write descriptive writing, because the students were still lack of motivation to learn writing so some of them thought that writing was difficult.
- b) Most of students had problems in using punctuation and capital letters, also limited vocabulary and spelling writing, so they felt difficult to write descriptive writing. They did not try to search the meaning of word that they did not know. In teaching and learning process many students asked to the teacher for every word.
- c) Most of the students could not do writing well, because their structures were still not good enough so they made mistake in grammar. In teaching and learning process most of the students did not ask to the teacher about their structure. It means that they had difficulty in structure.

### **G. Discussion of findings**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning descriptive writing by using bits and pieces game, the teachers' problems in teaching descriptive writing by using bits and pieces game and the



students' problems in learning descriptive writing by using bits and pieces game. This research was followed by the English teacher and the students of class VIII C of SMP Islam Nurul Iman Lampung Timur at the second semester in the academic year of 2016/2017 that had been observed.

### **1. The Process of Teaching and Learning Descriptive Writing through Bits and Pieces Game**

Teaching descriptive writing by using bits and pieces game was assumed be able to help the students in learning descriptive writng. In this research the teaching learning process by using bits and pieces game did not run well. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning descriptive writing by using bits and pieces game.

This research was conducted in two meetings. In the first meeting, the researcher observed the process teaching and learning descriptive writing by using bits and pieces game. In the second meeting, the researcher observed the process of teaching and learning during the activity in class interviewed the English teacher. After the researcher observed the process of teaching learning, the researcher gave questionnaire to the students.

Based on the result of observation, the teacher has applied almost all the steps in teaching descriptive writing through bit and pieces game, it means that the teacher had competence in teaching but she still found difficulties even she used make bits and pieces game. The teacher had difficulties when she should make each group may

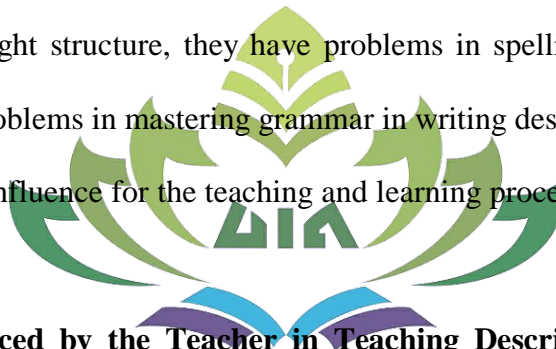
send two students to two other groups to find out what their pictures are about. Then, the teacher still found difficulty when she should ask to the students to make new groups comprising one learner from each of the previous groups. It made the teacher found difficulties to guide the students to imagine the complete story of the picture. Moreover, time management of the teacher was not good enough.

From the data gained through observation, the researcher assumed that the teaching learning descriptive writing through bit and pieces game was not well. The teacher did not follow all of the procedure based on procedure. Some steps in bits and pieces which ignored by English teacher (see appendix 1), then sequences were done hasty by the teacher. Even the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning descriptive writing through bit and pieces game. In addition, the students looked bored in teaching and learning process. That was indicated that the students were not has interest in learning descriptive writing through bits and pieces game. Therefore, the teacher should be able to attract students' interest in learning descriptive writing through bit and pieces game in the teaching and learning process.

From the data gained through observation, the researcher assumed that the teaching and learning process especially descriptive writing through bit and pieces game was not well because the teacher did not apply all procedures of bits and pieces game and the students difficult to share their ideas in English because their vocabulary was

limited. Even more there were many obstacles faced by teacher and her students that made the process of teaching and learning descriptive writing through bits and pieces game was did not run well, the teacher obstacles were the teacher should consider the topics that can attractive and persuasive to the students, the teacher need more credit hours, the teacher should consider higher number of students, the teacher competent in using devices and give intensive writing exercise to her students.

While the students obstacles were lack in using capital letters, using punctuation correctly, they fuzziness in using word choices, they confused to compose the sentence using right structure, they have problems in spelling the written text, and also they have problems in mastering grammar in writing descriptive paragraph. It did not give the big influence for the teaching and learning process. The process could be done properly.



## **2. Problem Faced by the Teacher in Teaching Descriptive Writing through Bits and Pieces Game**

Having conducted the research, the researcher found the teacher's problems during the applying bits and pieces game in teaching descriptive writing at SMP Islam Nurul Iman Lampung Timur. Based on the result of interview report (see appendix 3), the researcher took some conclusion about teacher's problem in teaching descriptive writing through bits and pieces game.

Based on the result of interview, the problems faced by the teacher that the teacher had difficulties to make students understand about the meaning of word because the

students have limited vocabulary. The teacher also could not monitor students' activity well caused by the large of students in the class. The teacher also stated that students had difficulties in understanding the sentence structure. In addition, the researcher found some problems of English teacher in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text, teacher had problem in time management to manage the times.

Another teacher's difficulties was the students cannot achieve mastery of the basics, the students difficult to write, and the students cannot figure out vocabulary. Then, teacher had problem in prepare the material clearly, the teacher's technique was an important things to make the students easier to understand the material, the book that the teacher used was sub-standard, and the teacher investigate the classroom as her strategy to make students not bored in teaching and learning process, the teacher need much time in teaching and make the students can practice, (see appendix 2, the result of interview with English teacher).

### **3. Problem Faced by the Students In Learning Descriptive Writing through Bits and Pieces Game**

The researcher employed questionnaire to know the students' problems in learning descriptive writing through bit and pieces game. Having conducted the research, the researcher found the problems of students in learning descriptive writing through bits and pieces game at SMP Islam Nurul Iman.

Some problems which the researcher found during conducting the research were appropriate to theory of Msanjila such as the students have problems in capitalization, punctuation, inexplicitness/fuzziness, poor organization/illogical sequence, spelling, and grammatical errors (see appendix 3 for the questionnaire report). It can be seen during teaching and learning process, the students still asked the teacher to know the translate of some words, they confused in using capital letters, punctuation marks, and word choices. When the teacher spell the words the students write incorrect word, even the students arrange the sentences was not well because the ill structure sentences in composition and they have problem in mastering grammar.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problems that happened in the learning descriptive writing through bits and pieces game. The researcher concluded that the English teacher cannot do the steps of bits and pieces game in teaching and learning descriptive writing well, even though there were some weaknesses in several sides and there were many obstacles faced by the teacher and the students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

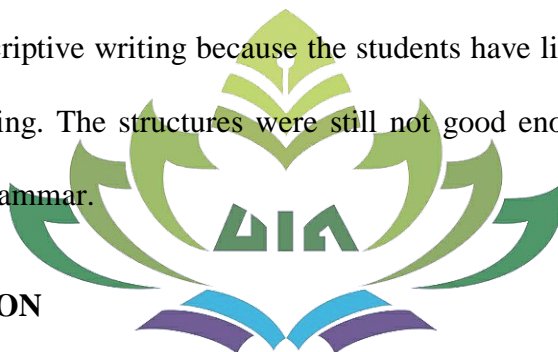
#### **A. CONCLUSION**

Having discussed the result of the research, it can be concluded that:

1. The process of teaching and learning descriptive paragraph writing by using bits and pieces game did not run well, the teacher did not follow the procedure well by using bits and pieces game. The teacher believed that bits and pieces game is a good game for teaching descriptive paragraph writing but, in teaching and learning process the students still had difficulties in learning descriptive writing. Teaching learning process was done in two meetings, the classroom atmosphere in teaching and learning descriptive by using bits and pieces game are the students looked active in learning descriptive writing by using bits and pieces game, but some of them looked less respond in learning descriptive writing by using bits and pieces game.
2. The problems faced by the teacher in teaching descriptive paragraph writing by using bits and pieces game were the teacher felt difficult in handle the higher number of students, find an attractive topics to teaching her students, need more credit hours, had problem in using devices, and had problem in give intensive writing exercises and regular assessment. Because of it teaching and learning process spared much time. The teacher found difficultis in explaining the material clearly until the students understood especially in generic structure and

language feature used in descriptive because some of students did not respond about it. The researcher also concluded that from the observation activity, the teacher had a good teaching preparation, it could be seen from how the teacher prepared the material and book that used by the teacher was good.

3. The problem faced by the students in learning descriptive writing by using bits and pieces game were most of students were still lack of motivation to learn writing because some of them thought that writing was difficult. The students found difficulties in using punctuation and capitalization. They also had difficult to make descriptive writing because the students have limited of vocabulary and spelling writing. The structures were still not good enough because they made mistake in grammar.



## **B. SUGGESTION**

After the researcher conducted the research in SMP Islam Nurul Iman Lampung Timur, the researcher would like to give suggestion as follows:

### **1. To the teacher**

- a) The teacher should manage time as good as possible.
- b) The teacher should prepare the material well before she teaches and follow the procedure well using this game.
- c) The teacher should give materials of vocabulary and give exercise to the students.

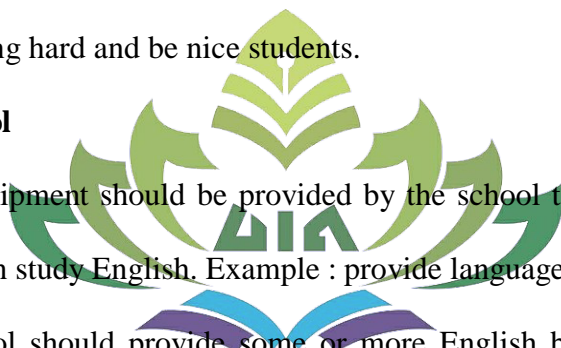
- d) The teacher should be creative in teaching technique to make the students interaction in the classroom.

## **2. To the students**

- a) The students should be more active and have motivation to learn and practice their English at school or out of school.
- b) The students do not ever feel afraid to make mistake in writing.
- c) The students should expand vocabulary that can be easily to write descriptive.
- d) The students should learning grammar.
- e) Keep trying hard and be nice students.

## **3. To the school**

- a) Some equipment should be provided by the school to support the teacher or students in study English. Example : provide language center.
- b) The school should provide some or more English books to be read by the students, so they can increase their knowledge.





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